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(21)

COMMONWEALTH SECONDARY SCHOLARSHIPS

EXAMINATION FOR TWO-YEAR SCHOLARSHIP 1969-70

**COMPREHENSION AND INTERPRETATION
(HUMANITIES)**

Afternoon Session, Thursday, 25th July, 1968

Time allowed : Two hours

TEST BOOKLET. TO BE HANDED IN WITH YOUR ANSWER SHEET.

INSTRUCTIONS TO CANDIDATES

In this test you are required to study printed and pictorial material and to answer questions based on this material. There are 96 questions to be answered in two hours. You will obtain the best possible score if you observe the following points :

1. Work carefully through the questions in the order in which they are given.
2. Do not waste time. If, after making a genuine effort, you find a question too difficult, go on to the next question and come back to the difficult ones later.
3. If you think you know an answer give it, even if you are not certain that you are correct.

ANSWERING

For each question you will be given four alternative answers. These alternative choices will be represented by the letters A. B. C. D. You are required to select an answer from these alternatives. Indicate your answer by putting a black pencil mark between the dotted lines across the letter representing your choice.

If you wish to change your answer you must erase your first mark completely. Try to avoid the necessity for making erasures by not answering hastily. Take care that your pencil mark does NOT CROSS into another row or column, that is, it does not go outside one dotted space, and that there are no marks or smudges on your answer sheet.

For example, if you choose D, you should mark your answer sheet as follows :

~~A~~ ~~B~~ ~~C~~ **D**

Make any notes or calculations on the Test Booklet. Give only your answers on the Answer Sheet.

Now look through this examination paper but DO NOT START WRITING until the supervisor tells you to do so.

UNIT I—(Questions 1–7)

The two photographs below, Photograph 1 and Photograph 2, show a section of the same town in 1930 and 1962 respectively. The position of the railway line has not changed during this time. The

Photograph 1



↑
P

1. Which one of the following is the most accurate statement of the direction of the railway line shown in photograph 2 ?
 - A. north to south
 - B. east to west
 - C. north east to south west
 - D. north west to south east

2. The difference between the scenes shown in Photograph 1 and Photograph 2 suggests that the main result of change in this area since 1930 has been
 - A. to improve the appearance of the area.
 - B. to provide more space for pedestrians and cyclists.
 - C. to provide a recreational space.
 - D. to provide for an increasing volume of traffic.

arrows labelled *P* point to the same position in each photograph. Photograph 2 was taken late on an afternoon in September. Questions 1 to 7 refer to Photographs 1 and 2.

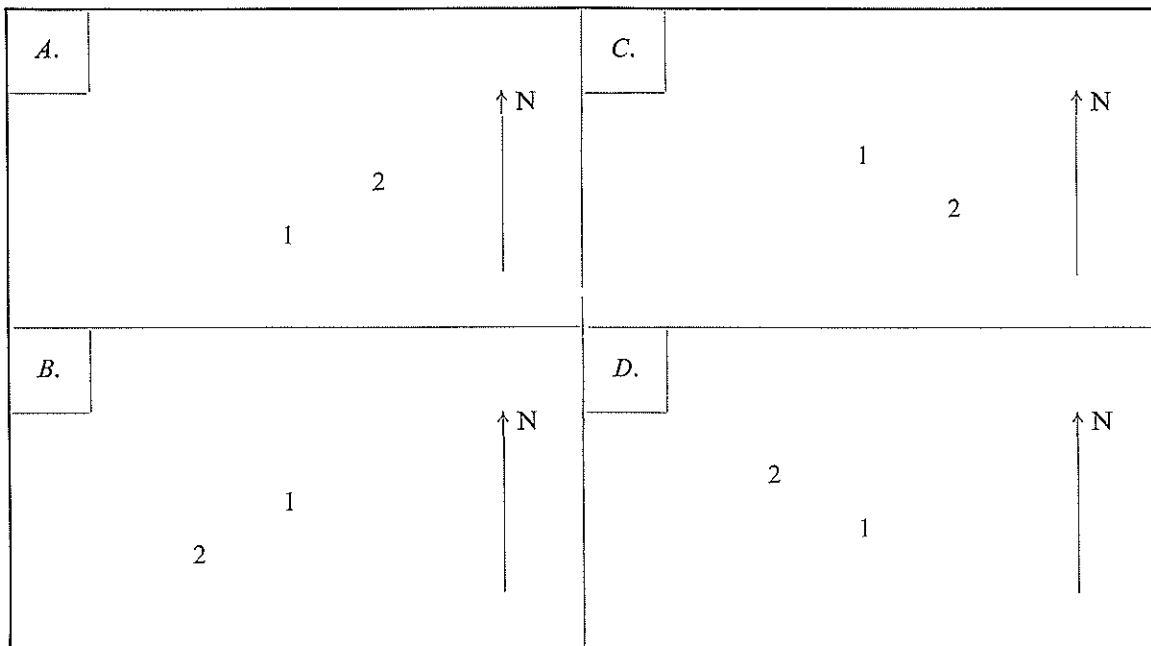
Photograph 2



3. Which one of the following correctly describes one aspect of the change that has taken place between 1930 and 1962 ?
 - A. The reorganization provided an apparent air of spaciousness while actually increasing the concentration of people in certain places.
 - B. The reorganization has given an apparently greater control over the traffic congestion but has actually made the free movement of buses and cars more difficult.
 - C. The reorganization apparently provided for the expansion of commercial and industrial interests while actually increasing the residential accommodation available in the area.
 - D. The reorganization apparently gave greater attention to human needs while actually underestimating the human need for companionship.

4. A comparison of the transport facilities used in 1930 and 1962 as indicated by the photographs shows that there has been
 - A. a greater relative increase in the use of buses and bicycles than in the use of trains and cars.
 - B. an increase in the use of all the means of transport used in 1930.
 - C. a greater increase in the use of cars and buses and a decrease in the use of bicycles.
 - D. an increase in the volume of car, bus, train and bicycle traffic, but with the possible exception of trams, the same means of transport are still being used in 1962.

5. Which one of the following is the most accurate statement of the difference between the design of the buildings shown in Photograph 1 and Photograph 2 ?
- The buildings of 1930 were designed to cater for more people than those of 1962.
 - The design of the buildings was less functional in 1930 than in 1962.
 - The buildings of 1930 were designed to front the main street and so give greater proximity to public transport than the buildings of 1962.
 - The design of the buildings of 1962 takes less account of the need for roof drainage than the design of the buildings of 1930.
6. Which one of the following features of Photograph 2 is the best symbol of the nature of the change that has taken place in this section of the town between 1930 and 1962 ?
- The stationary cars in the car park.
 - The bareness of the roof tops on the right of the photograph.
 - The symmetry of the unoccupied park in the centre-right of the photograph.
 - The ceaseless flow of transport shown by the buses and the road in the centre and the foreground of the photograph.
7. Below, in four diagrams (*A*, *B*, *C* and *D*) are relative positions from which Photographs 1 and 2 may have been taken, indicated by the numbers 1 and 2 respectively. The diagrams show these relative positions as they would appear on a map of the area. Which one of the diagrams gives the most accurate representation of this position ?



UNIT II—(Questions 8–25)

This unit consists of two passages and three illustrations all connected with human rights. Each passage is followed by questions, then there are questions on both passages together and then on the illustrations.

Passage 1—(Questions 8–10)

Most people agree that protest is vital to the proper working of a democratic society. Indeed without freedom of expression there can be no protest. But though most people agree with the principle of protest, when it comes to the practice of it reactions differ. As long as they agree with the kind of protest they usually agree with the principle. When they disagree with it they do their utmost to suppress it, saying that it “undermines the foundations of Democracy”.

There are two kinds of protest, that which breaks the law and that which does not. In both cases the final aim is to change the law of the country, or the policy of the Government, or the social habits. Lawful protest seeks to bring change by persuasion and example. Unlawful protest, logically, presses on to the ultimate in protest, which is revolution

Nevertheless whatever form it takes it is worthwhile. For protest, honest protest, which is born of a sincere belief that something is wrong which must be righted, is essential to a democratic way of life.

Democracy is not perfect and never will be. It is almost impossible to allow full freedom to the individual while maintaining the public good, both at the same time. Our way of life is a compromise which allows freedom for the individual to flourish only through a complicated system of checks and balances. Protest is part of this system. And if it must lead to lawbreaking then some believe it must still be done. For protest is fundamentally a matter of the conscience of the individual. He, or she, must choose a path and stick to it, even, if need be, to the death.

8. Which one of the following extracts from the passage provides the most definite indication of the author's own attitude to protest ?
 - A. Most people agree that protest is vital to the proper working of a democratic society. Indeed without freedom of expression there can be no protest.
 - B. Lawful protest seeks to bring change by persuasion and example. Unlawful protest, logically, presses on to the ultimate in protest, which is revolution.
 - C. For protest, honest protest, which is born of a sincere belief that something is wrong which must be righted, is essential to a democratic way of life.
 - D. Democracy is not perfect and never will be. It is almost impossible to allow full freedom to the individual while maintaining the public good, both at the same time.

9. According to the passage those who accept that protest ‘must still be done’ even when it leads to lawbreaking, do so because they believe that
 - A. democracy derives its vitality from vocal minorities.
 - B. persuasion and example are too weak to alter laws.
 - C. the continued existence of society depends on compromise.
 - D. a person should be free to act according to his own ideas of right and wrong.

10. The author points to a paradox in the democratic ideal. The paradox he points to is that
 - A. democracy represents freedom to protest, but such protest could lead to the undemocratic suppression of those who protest.
 - B. the people elect the government to make the laws, but the laws can be drawn up so as to stifle protest.
 - C. democracy must allow freedom of protest even to those who desire to overthrow democracy itself.
 - D. if someone who is protesting breaks the law and is imprisoned, he no longer has freedom of expression.

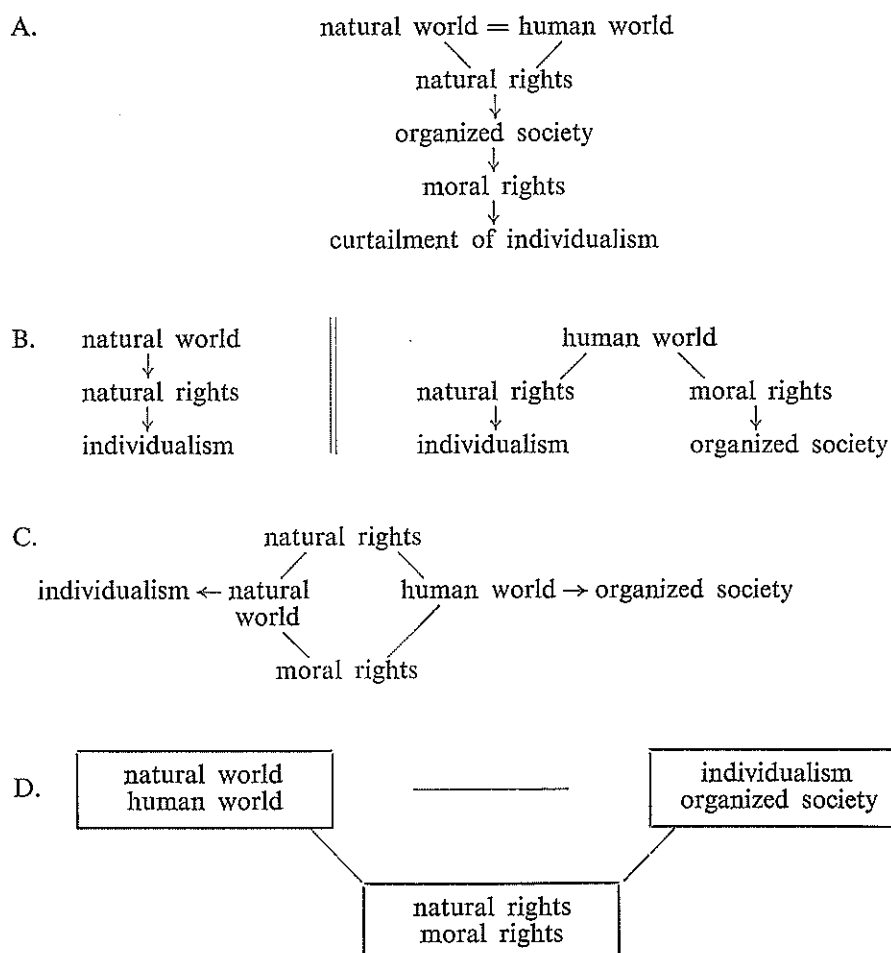
Passage 2—(Questions 11–16)

In the natural world there are millions upon millions of creatures ; each is doing its best to get all it can and keep what it can get : each is fighting tooth and nail for its natural rights. It is to this that unrestrained individualism leads ; and whenever it is unchecked, organized society can no more exist than it can among tigers. It is a delusion that civilized men have a natural right to freedom and that those who willingly submit to restrictions of this freedom deserve to be called slaves. Those who assert this have simply fallen into the error of confusing natural with moral rights. The latter spring from a sense of responsibility to another person or group and as such are a necessary condition for the existence of civilized society. So, while it is true that a man like a tiger has a natural right to freedom, we only mean by that phrase that in so far as he is a mere individual there is no reason why he should not do as he pleases. But a man's natural rights are no basis for objecting to this or that legal restraint on the freedom of action of civilized men.

11. The author distinguishes between ' natural ' and ' moral ' rights. This distinction is made necessary because
 - A. man lives in a society.
 - B. man is not wholly governed by his instincts.
 - C. man has a highly developed rational capacity.
 - D. man values freedom consciously.
12. With which one of the following statements would the author of Passage 2 be most likely to agree ?
 - A. It is essential for society's development for individuals to maintain their natural rights in the face of increasing restrictions.
 - B. The notion of obligation comes before that of rights, which is subordinate and relative to the former.
 - C. Each individual has, as a natural right, his right to attend any political meeting and to express his opinions even if by doing so he disrupts the meeting.
 - D. A democracy can exist only when men exercise their right to choose the representatives who shall govern them.
13. Which one of the following does the author of Passage 2 appeal to in the reader ?
 - A. The ability to think about the material presented.
 - B. An interest in the contrast between freedom and law.
 - C. A dislike of slavery and personal restrictions.
 - D. The necessity for a civilized society.
14. This passage formed part of the author's reply to a newspaper article. It is most likely that this article
 - A. asserted the individual's right to resist the law if it limited his freedom of action.
 - B. had shown that civilized man had a greater right to freedom of action than members of the animal kingdom.
 - C. had argued that a man was a slave until he had learnt to act independently of public opinion.
 - D. had claimed that a sense of duty motivated the actions of men.

16. Read Passage 2 from the beginning to 'the existence of a civilized society'.

For this section of Passage 2, which one of the following diagrams gives the most accurate summary of the relationship between the main elements of the writer's argument?



Questions 17–19 require you to refer to both Passage 1 and Passage 2. To make it easier for you, both passages have been reprinted below.

Passage 1

Most people agree that protest is vital to the proper working of a democratic society. Indeed without freedom of expression there can be no protest. But though most people agree with the principle of protest, when it comes to the practice of it reactions differ. As long as they agree with the kind of protest they usually agree with the principle. When they disagree with it they do their utmost to suppress it, saying that it “undermines the foundations of Democracy”.

There are two kinds of protest, that which breaks the law and that which does not. In both cases the final aim is to change the law of the country, or the policy of the Government, or the social habits. Lawful protest seeks to bring change by persuasion and example. Unlawful protest, logically, presses on to the ultimate in protest, which is revolution

Nevertheless whatever form it takes it is worthwhile. For protest, honest protest, which is born of a sincere belief that something is wrong which must be righted, is essential to a democratic way of life.

Democracy is not perfect and never will be. It is almost impossible to allow full freedom to the individual while maintaining the public good, both at the same time. Our way of life is a compromise which allows freedom for the individual to flourish only through a complicated system of checks and balances. Protest is part of this system. And if it must lead to law-breaking then some believe it must still be done. For protest is fundamentally a matter of the conscience of the individual. He, or she, must choose a path and stick to it, even if need be, to the death.

Passage 2

In the natural world there are millions upon millions of creatures ; each is doing its best to get all it can and keep what it can get : each is fighting tooth and nail for its natural rights. It is to this that unrestrained individualism leads ; and whenever it is unchecked, organized society can no more exist than it can among tigers. It is a delusion that civilized men have a natural right to freedom and that those who willingly submit to restrictions of this freedom deserve to be called slaves. Those who assert this have simply fallen into the error of confusing natural with moral rights. The latter spring from a sense of responsibility to another person or group and as such are a necessary condition for the existence of civilized society. So, while it is true that a man like a tiger has a natural right to freedom, we only mean by that phrase that in so far as he is a mere individual there is no reason why he should not do as he pleases. But a man's natural rights are no basis for objecting to this or that legal restraint on the freedom of action of civilized men.

17. Which one of the following sums up the most significant similarity in the way the two passages are written ?
- A. They express the author's point of view.
 - B. They explain how the author came to hold these opinions.
 - C. They describe a facet of society as the author sees it.
 - D. They play on the reader's emotions.
18. Which of the following most accurately summarizes the contrast between the two passages with regard to the individual ?
- A. Passage 1 points out the responsible nature of protest ; Passage 2 points out that protest is contrary to the law.
 - B. Passage 1 upholds the individual's right to act as he pleases ; Passage 2 insists such action must not involve resistance to the law.
 - C. Passage 1 defends the individual's right to freedom of expression at all times ; Passage 2 argues that the existence of society limits the individual's freedom.
 - D. Passage 1 is concerned with the individual's rights within a democracy ; Passage 2 with the sense of duty which has enabled society to develop.
19. Which one of the following would most probably be the reaction of these two authors to recent protest marches and sit-ins ?
- A. The author of Passage 1 would consider it a worthwhile action, the author of Passage 2 an undemocratic action.
 - B. The author of Passage 1 would agree that such action had to be checked for the public good ; the author of Passage 2 that it showed man's irresponsibility.
 - C. The author of Passage 1 would defend the right of those involved to take such action ; the author of Passage 2 might give qualified support to such action under certain circumstances.
 - D. The author of Passage 1 would claim that such an action was unlawful ; the author of Passage 2 that such an action was based on an incorrect conception of a man's rights.

GO STRAIGHT ON TO NEXT PAGE



Illustration I



Illustration II

"We bring you here to teach you the fundamentals of democracy and you abuse your privilege by exercising them."

The Bulletin 1965

Illustration III

PUNCH, OR THE LONDON CHARIVARI.—NOVEMBER 29, 1911.



"SERMONS IN STONES."

JOHN BULL (to Non-militant Suffragette). "I COULD LISTEN MORE ATTENTIVELY, MADAM, TO YOUR PLEAS, WERE IT NOT FOR THESE CONCRETE ARGUMENTS WHICH I FIND RATHER DISTRACTING."

Questions 20–25 refer to Illustrations I–III on the opposite page.

20. The idea conveyed by Illustration I is

- A. aggression.
- B. oppression.
- C. repression.
- D. depression.

21. The absurdity conveyed by the cartoon (Illustration II) is based on

- A. the idea of teaching the fundamentals of democracy to foreigners.
- B. the conduct of Asian students in exercising their democratic rights.
- C. the way Asian students protest is referred to as an abuse.
- D. the inconsistency of attitude revealed in the caption.

22. Illustration III indicates that the major difference between the two groups of suffragettes referred to in the caption is that

- A. one group is underhand in its approach ; the other is quite direct.
- B. one group is determined to make men aware of the correctness of its views ; the other group has no such concern.
- C. one group is concerned to maintain the appearance at least of civility ; the other group does not take the trouble to do so.
- D. one group is using persuasion to present its case ; the other violence.

23. Which one of the following is the major point the cartoon makes about John Bull in Illustration III ?

- A. John Bull is avoiding the militant group by pretending to listen to the pleas of the non-militant suffragettes.
- B. John Bull indicates that he is unable to make up his mind about the case presented by either the militant or the non-militant suffragettes.
- C. John Bull is paying no attention to the issues but is using the actions of the militant suffragettes to avoid consideration of the case presented by the non-militant group.
- D. John Bull indicates that he is too anxious about the damage to his study to listen to the case of the non-militant group.

Questions 24 and 25 are based on Passages 1 and 2 and the Illustrations.

24. The statement from Passage 1 that lawful protest seeks to bring change by persuasion and example is most directly demonstrated by

- A. the Asian student in Illustration II.
- B. the right-hand figure in Illustration II.
- C. the man in Illustration III.
- D. the seated woman in Illustration III.

25. Which one of the following phrases drawn from either Passage 1 or Passage 2 probably indicates one of the 'fundamentals of democracy' referred to in the caption of Illustration II ?

- A. 'The need for compromise in a democratic society', Passage 1.
- B. 'Freedom of expression', Passage 1.
- C. 'The conscience of the individual', Passage 1.
- D. 'Moral rights', Passage 2.

UNIT III—(Questions 26–31)

Below is some information on the production of bauxite, alumina and aluminium in Australia.

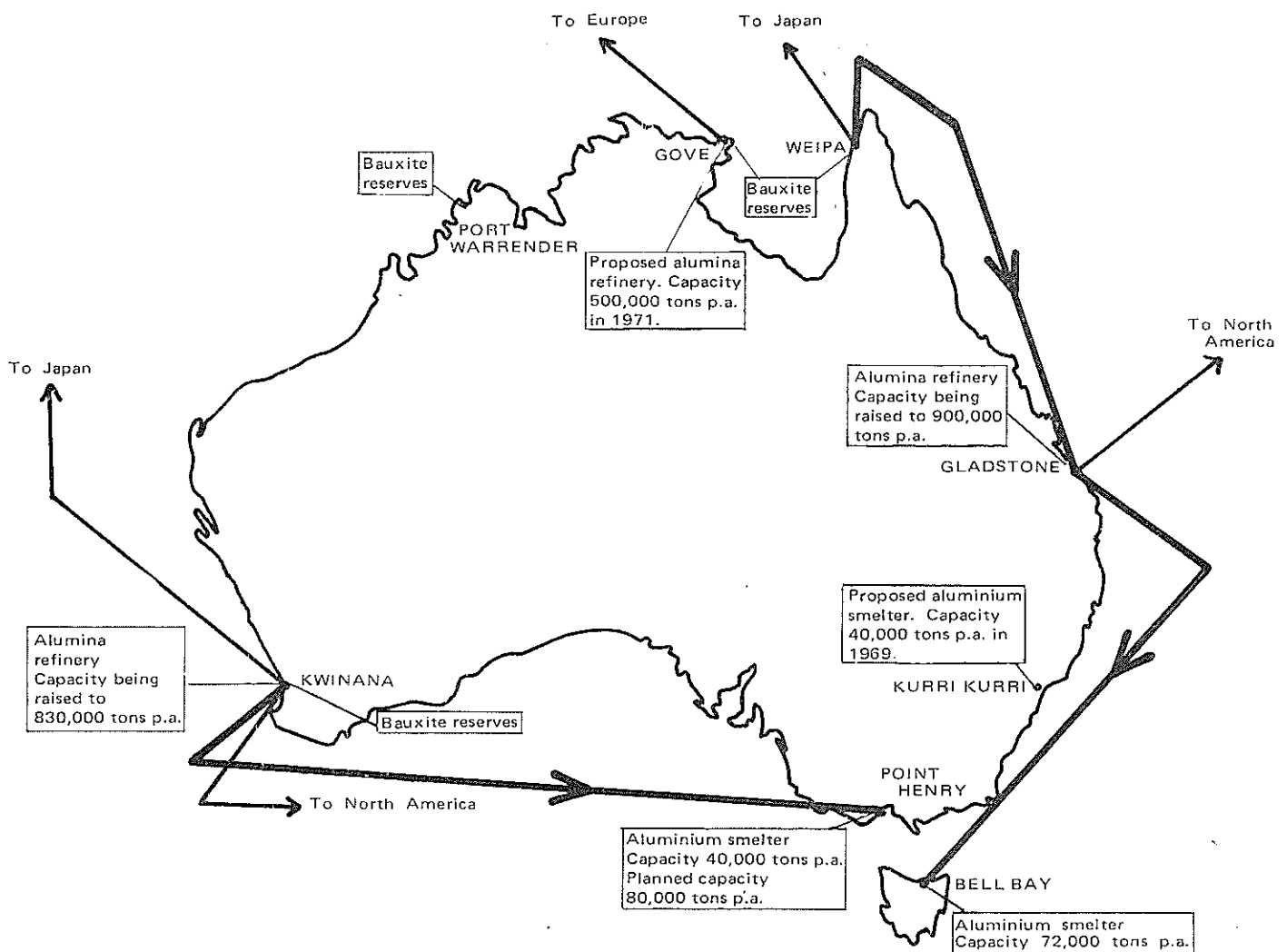
1. There are three stages in the production of aluminium :

- (a) the mining of bauxite ;
- (b) the refining of alumina from bauxite ; and
- (c) the smelting of aluminium from alumina.

2. Below, taken from a newspaper dated 26/2/68, is a map showing :

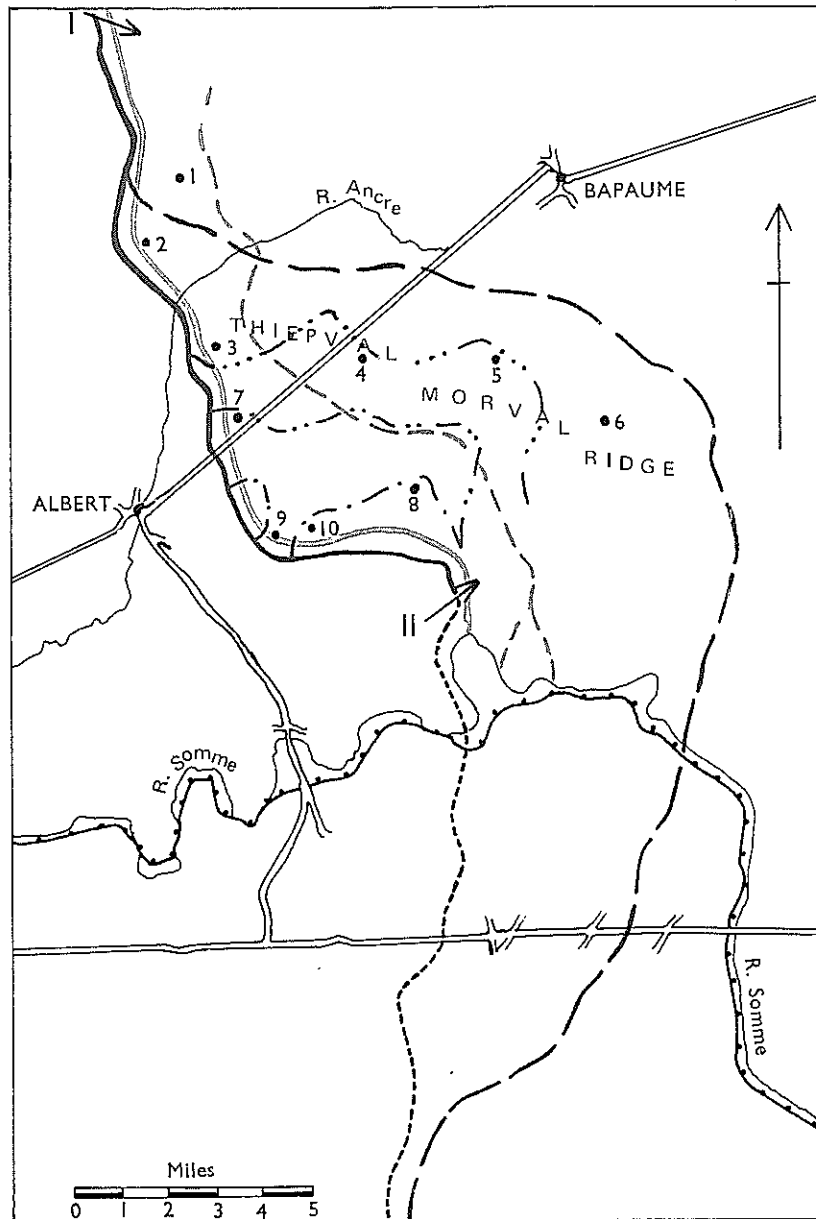
- (a) the location of bauxite reserves and mines, alumina refineries and aluminium smelters in Australia ;
- (b) planned future developments at each of these stages ; and
- (c) the source and destination of Australian exports from the various stages.

Use the above information and the map to answer questions 26–31 which follow.



26. The aluminium smelter at Bell Bay obtains its alumina from
- A. local sources.
 - B. Point Henry.
 - C. Gladstone.
 - D. Weipa.
27. The map indicates that Australia exports
- A. bauxite but neither aluminium nor alumina.
 - B. both alumina and aluminium but not bauxite.
 - C. both alumina and bauxite but not aluminium.
 - D. aluminium, alumina and bauxite.
28. According to the map, the present total capacity of aluminium smelters located in Australia is in the range :
- A. 70,000 to 100,000 tons per annum.
 - B. 100,000 to 130,000 tons per annum.
 - C. 130,000 to 160,000 tons per annum.
 - D. 160,000 to 200,000 tons per annum.
29. Assuming that developments take place as indicated by the map, by 1972 the processing of local raw materials will be taking place at
- A. Gove.
 - B. Gladstone.
 - C. Point Henry.
 - D. Kurri Kurri.
30. Assuming that materials will be obtained from the nearest available source, the proposed aluminium smelter at Kurri Kurri is most likely to depend on bauxite supplies from
- A. Gladstone.
 - B. Point Henry.
 - C. Kwinana.
 - D. Weipa.
31. According to the map, which one of the following is **least likely** to be taking place in 1972 ?
- A. The refining of bauxite from Port Warrender at Gove.
 - B. The refining of bauxite from Gove at Kwinana.
 - C. The smelting of alumina from Gove at Kurri Kurri.
 - D. The smelting of alumina from Kwinana at Bell Bay.

UNIT IV. MAP OF THE SOMME CAMPAIGN



..... British and French front line on June 30th, 1916
 British French

———— German front line on June 30th, 1916

— . — . — . — British line on evening of July 1st, 1916

—— ——— German second line on June 30th, 1916

— — British line on evening of July 14th, 1916

ARROW I. Northern limit of British attack initiated on July 1st, 1916

— — British line on evening of September 18th, 1916

ARROW II. Southern limit of British attack initiated on July 1st, 1916

———— British and French line at end of battle, November 19th, 1916

— — Canal

==== Road

VILLAGES

1. Serre
2. Beaumont Hamel
3. Thiepval
4. Martinpuich
5. Flers
6. Morval
7. Ovillers
8. Montauban
9. Fricourt
10. Mametz

UNIT IV—(Questions 32–58)

The Map and Passages in this Unit are all concerned with the Battle of the Somme. This Battle, fought by the British and French as allies against the Germans, started on July 1st, 1916 and ended on November 19th, 1916, $4\frac{1}{2}$ months later.

Questions 32–35

On the opposite page is a Map of the Somme Campaign. Use it to answer questions 32–35 which follow.

32. The distance between the Northern and Southern limits of the original British attack measured along the British–French front line, June 30th, was approximately
- A. 5 miles.
 - B. 25 miles.
 - C. 50 miles.
 - D. 75 miles.
33. By the evening of July 1st (the first day of the Somme offensive), the British Army had captured and held the villages of
- A. Martinpuich and Flers.
 - B. Serre and Beaumont Hamel.
 - C. Ovillers and Morval.
 - D. Mametz and Montauban.
34. When did the British troops first cross part of the German second line as it stood on June 30th ?
- A. By the evening of July 1st.
 - B. By the evening of July 14th.
 - C. By the evening of September 18th.
 - D. By November 19th.
35. Haig, British Commander-in-Chief, intended that the British forces should secure the crest of the Thiepval–Morval Ridge in the early days of July, 1916. According to the map, this intention had been achieved to a significant extent by
- A. the evening of July 1st.
 - B. the evening of July 14th.
 - C. the evening of September 18th.
 - D. November 19th.

Questions 36–43 are based on a number of passages covering different aspects of the Battle of the Somme.

Passage 1—(Questions 36–43)

Such were the plans for the battle in which the new British Army was for the first time to play the leading part. The conditions were not all entirely favourable. Haig had not been given the full time which he thought desirable either for training the divisions or for accumulating guns and ammunitions.

The general conditions, therefore, under which the British Army was to be launched into its greatest fight, while not entirely favourable, were undoubtedly far more so than those under which previous offensives had been undertaken. As at Loos, the most favourable factor was probably the spirit of the new divisions themselves. Of the great British force practically the whole—whether in old formations or new—belonged to the new British army, raised and trained since the outbreak of the war. The troops themselves were still volunteers, inspired by a pure sense of duty and patriotism, high courage and noble idealism.

36. The passage gives several reasons for describing the Battle of the Somme as the ‘greatest fight’. Of the following, a reason **not** given in the passage is the
- attitude of the troops.
 - army’s heroic effort.
 - leading role the British played.
 - relatively favourable conditions the British fought under.
37. Which one of the following conclusions follows logically from the first sentence of the second paragraph ?
- Previous offensives had been conducted under less favourable general conditions.
 - Previous offensives had been started with conditions favourable to the British.
 - The particular conditions of the Battle were more favourable than the general conditions mentioned.
 - This offensive was being fought under conditions not significantly different to earlier ones.
38. The main point of this passage is that
- soldiers raised and trained in wartime are more eager to fight.
 - the spirit of the soldiers overcame particularly poor conditions.
 - untrained and poorly armed divisions fight better than older experienced soldiers.
 - conditions and the morale of the troops were better than in some earlier battles.

Questions 39–43

Some of the statements in Passage 1 could be considered statements of fact and some could be considered statements of opinion.

Below are a number of statements. Classify each one according to whether it is

- simply a re-statement of **factual information** given in Passage 1.
 - an **opinion** (as distinct from a fact) with which the author of Passage 1 would be likely to **agree**.
 - an **opinion** with which the author of Passage 1 would be likely to **disagree**.
 - a statement which cannot be classified as A, B or C because there is **insufficient information** in Passage 1.
39. Some of the British troops involved in the Battle of the Somme were in new formations.
40. The leadership of the British Army was a key factor in the Battle of the Somme.
41. The attitude of the soldiers themselves is a relatively insignificant factor in a battle.
42. The British force involved in the Battle of the Somme had been almost entirely recruited since 1914.
43. Army volunteers often bring a high sense of dedication to a battle.

Passage 2—(Questions 44–48)

What it was like on the day of battle cannot be imagined by those who were not there.

It was a day of intense summer beauty, full of roaring violence and confusion, of death, agony and triumph, from dawn till dark. All through that day little rushes of men of our race went towards that No Man's Land from the bloody shelter of our trenches. Some hardly left our trenches, many never crossed the green space, many died in the enemy wire, many had to fall back. Others won across and went further, and drove the enemy from his fort, and then back from line to line and from one hasty trenching to another, till the Battle of the Somme ended in the falling back of the enemy army.

44. The kind of material presented in Passage 2 is most accurately described as
- A. factual.
 - B. impressionistic.
 - C. assertive.
 - D. confused and incoherent.
45. The phrase 'little rushes of men' indicates that
- A. the troops moved out quickly in small groups.
 - B. a few troops moved towards No Man's Land.
 - C. the movement of the troops from the trenches was disorganized.
 - D. the troops moved from the trenches in a continuous stream.
46. The main purpose of this passage is to give
- A. a graphic description of part of the Battle of the Somme.
 - B. an explanation why this part of the Battle of the Somme was hard fought.
 - C. a defence of the conduct of the Battle of the Somme.
 - D. an outline of the difficulties faced by the troops on the 'day of battle'.
47. Which one of the following comes closest to summing up the writer's feelings about the Battle ?
- A. Anxious concern that others should realise the sacrifice of the Battle.
 - B. Sorrow for the agony and losses involved.
 - C. Pride in what his side eventually achieved.
 - D. Painful disgust at the memory of destruction.
48. The chief impression of the Battle of the Somme given in Passage 2 is that this part of the Battle
- A. was fought during a storm.
 - B. cost more than it was worth.
 - C. was fought in open country.
 - D. was hard fought.

Questions 49-55

To make it easier for you to answer the questions which follow, Passages 1 and 2 have been reprinted below. They are followed by three further accounts of the Battle of the Somme. Read all five passages and use them to answer questions 49-55 which follow.

Passage 1

Such were the plans for the battle in which the new British Army was for the first time to play the leading part. The conditions were not all entirely favourable. Haig had not been given the full time which he thought desirable either for training the divisions or for accumulating guns and ammunitions.

The general conditions, therefore, under which the British Army was to be launched into its greatest fight, while not entirely favourable, were undoubtedly far more so than those under which previous offensives had been undertaken. As at Loos, the most favourable factor was probably the spirit of the new divisions themselves. Of the great British force practically the whole—whether in old formations or new—belonged to the new British army, raised and trained since the outbreak of the war. The troops themselves were still volunteers, inspired by a pure sense of duty and patriotism, high courage and noble idealism.

Passage 2

What it was like on the day of battle cannot be imagined by those who were not there.

It was a day of intense summer beauty, full of roaring violence and confusion, of death, agony and triumph, from dawn till dark. All through that day little rushes of men of our race went towards that No Man's Land from the bloody shelter of our trenches. Some hardly left our trenches, many never crossed the green space, many died in the enemy wire, many had to fall back. Others won across and went further, and drove the enemy from his fort, and then back from line to line and from one hasty trenching to another, till the Battle of the Somme ended in the falling back of the enemy army.

Passage 3

With this brilliant action the Battle of the Somme—the hardest and bloodiest ever fought by the British Army—ended. The British part in it was the logical outcome of dull, determined strategy and the devotion of an inexperienced army. Almost the whole of the 500,000 British troops who—according to calculations made before the battle—were available for expenditure in casualties, were duly expended; and the question arises, how far that sacrifice was justified by the results. Haig claimed “the enemy's strength had been very considerably worn down”. But his contention, that the offensive had been intended to wear down rather than break through, is unlikely to be upheld by posterity.

Passage 4

It is inconceivable that Haig would have persisted in his offensive on the Somme had he realised, even approximately, how much lighter than his own was his enemy's loss; nor would the Government have permitted him to do so.

The truth appears to be that, although Haig did believe attrition to be necessary, it was, in this battle, merely a subsidiary aim. From first to last he was big enough to adhere to his intentions of “breaking through”. He failed to break through and because he failed his literary supporters have argued that it was never his main purpose; if that were true—which it is not—the most comprehensible reason for his conduct of the battle would disappear.

Passage 5

Haig's mind was thoroughly orthodox and conventional. He does not appear to have had any original ideas; no one can discern a spark of that mysterious, visionary, often sinister genius which has enabled the great captains of history to dominate the material factors, save slaughter and confront their foes with novel apparitions. There were the Germans in their trenches. Here he stood at the head of a group of mighty armies. Hurl them on and keep slogging at it in the best possible way—that was war. It was undoubtedly one way of making war, and in the end it was certainly overwhelming victory. But these truisms will not be accepted by history as exhaustive.

49. Which one of the five passages is **least** concerned with offering an explanation of the Battle of the Somme?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5

50. These five passages show that some points connected with the Battle of the Somme are debatable. Which one of the following points do the passages interpret differently ?
- A. Haig's preparation for the Battle
 - B. Haig's desire to break through the enemy lines
 - C. Haig's relationship with his troops
 - D. Haig's desire to win
51. Passage 3 points to what the author sees as an uncertainty in Haig's aims in this Battle. The passage which accounts for Haig's actions in such a way as to remove the uncertainty is
- A. Passage 1.
 - B. Passage 2.
 - C. Passage 4.
 - D. Passage 5.
52. The final sentence of Passage 1 states that the troops were 'inspired by a pure sense of duty and patriotism, high courage and noble idealism.' The Passage which gives the best specific example to support this statement is
- A. Passage 2.
 - B. Passage 3.
 - C. Passage 4.
 - D. Passage 5.
53. The author of Passage 5 implies that Haig's conduct of the battle was, in the main, justified by the result. In the last sentence, however, he expresses a doubt in the form of a prediction. In which of the following passages is the same doubt most clearly expressed ?
- A. Passage 1
 - B. Passage 2
 - C. Passage 3
 - D. Passage 4
54. Passage 5 comments that the Battle of the Somme ended in 'overwhelming victory'. Which of the following statements based on information given in the passages gives most confirmation to this comment ?
- A. The Battle of the Somme ended with the falling back of the enemy army.
 - B. Haig claimed that the military strength of the enemy had been considerably worn down by the Battle of the Somme.
 - C. Throughout the Battle of the Somme, Haig intended to break through the enemy lines.
 - D. The conditions under which the British were fighting were more favourable than those for any previous engagements.
55. Which one of the following statements from the passages offers an explanation for the British losses which would be the most difficult to support by factual evidence ?
- A. The army was inexperienced and there had not been all the time necessary for the training and equipping of the troops, and the accumulation of munitions. (Passage 1)
 - B. It was calculated before the Battle of the Somme that Britain had five hundred thousand troops that she could afford to lose in the Battle. (Passage 3)
 - C. Estimates that Haig had of the losses sustained by the Germans during the Battle of the Somme were inaccurate. (Passage 4)
 - D. Haig lacked the spark of mysterious genius which had enabled the great generals of history to dominate material factors, and save slaughter. (Passage 5)

The Passage below refers to the British and German losses during the Battle of the Somme. Read it and then answer questions 56–58.

Passage 6—(Questions 56–58)

It is now known that on November 15th, 1916, the French, Russian and British staff agreed in estimating the German casualties on the Somme at 630,000 against 485,000 for those of the French and British.

A very different notion as to the relative loss was held by some careful observers at the front. But it was not until the summarised casualties of the opposing forces were officially published after the war that the extent of the tragic error was known.

Below are the official post-war estimates :

Whole Western Front 1/7/16–19/11/16 :

British losses	..	463,000
Germans	..	218,000.

Estimate for Somme by deduction of losses on other part of the front :

British	..	410,000
Germans	..	180,000.

56. The phrase ' the extent of the tragic error ' in this context has been used by the writer to indicate that
- German casualties in the Battle of the Somme were more than half the total German casualties on the Western Front.
 - the number of British casualties was overestimated.
 - the British offensive was based on mistaken estimates.
 - lives were wasted through a campaign based on misguided estimates of what was being achieved.
57. Passage 6 implies that
- it was difficult to estimate casualties because the staffs of different nations were involved.
 - some observers at the Front could have estimated the numbers killed more accurately than the estimates given by the French, Russian and British staff.
 - the French, Russian and British staff had sustained such heavy losses that they were out of touch with the situation at the Front.
 - some observers at the front withheld information on the relative losses.
58. Below, taken from Passages 1–5, are several comments on Haig's conduct of the Battle of the Somme. Which one of them has most doubt cast on it by information given in Passage 6 ?
- Haig claimed that the enemy's strength had been very considerably worn down. (Passage 3)
 - Haig intended to ' break through ' the enemy line. (Passage 4)
 - Haig hurled his troops at the opposition and kept them slogging at it. (Passage 5)
 - Haig had not been given all the time he would have liked for accumulating munitions and training the troops. (Passage 1)

GO STRAIGHT ON TO NEXT PAGE

UNIT V—(Questions 59–64)

Read the following passage and then answer questions 59–64 which follow.

Unlike the occasional celebrity who grows to believe his own publicity and uses it as a licence, the Beatles have maintained their good humour and, apart from toying with drugs, their exemplary behaviour. But fame and instant millions also have a way of inflicting private agonies on public personalities. The Beatles' current solution is spiritualism, specifically "transcendental meditation", as propounded by Maharishi Mahesh Yogi. The Yogi, unfortunately, is somewhat less than lucid when it comes to describing his insights. Two 30 minute sessions of transcendental meditation a day, he says, enable a person to perceive the divinity within himself. "It is the direct, simple and natural way of coming to That." What's That? Replies Maharishi: "I am That, you are That, all this is That."

That's good enough for John, Paul, Ringo and George, who plan to take two months off to study with Maharishi at his Academy of Meditation in Shankaracharya, Kashmir.

Says his Holiness: "I can bring them up as very practical philosophers of their age. They can do a great deal for the youth which they lead." Precisely what marvels the yogi has in store for his disciples is a good question. Sceptics notwithstanding, the Beatles could well be on to something fruitful again, which may find expression in who knows what strange new musical forms.

And what, after all, could be a more fitting philosophy than transcendentalism for the Beatles, who have repeatedly transcended the constricting identities foisted on them by press and public, whose whole career has been a transcendent, heel-clicking leap right over pop music's high Himalayas? On the basis of what they have achieved so far, it would be rash to dispute George when he says: "We haven't really started yet. We've only just discovered what we can do as musicians, what thresholds we can cross. The future stretches out beyond our imagination."

59. According to the last paragraph, 'transcendentalism' is an appropriate term to apply to the Beatles as

- A. the word symbolizes the vitality and innovative nature of their success.
- B. the philosophy it refers to will liberate the Beatles from the private agonies fame has thrust on them.
- C. the Maharishi's course in transcendentalism will remove the restrictions forced on the Beatles by western society.
- D. it sums up what they have so far discovered about themselves as musicians.

60. Which one of the following most accurately summarizes the journalist's attitude to transcendentalism and the Beatles?

- A. He is irritated by the way the Beatles have been taken in by the Maharishi and yet holds an optimistic view of the Beatles' future.
- B. He dislikes transcendentalism and yet respects the Beatles' decision to go to study with the Maharishi.
- C. He regards transcendentalism as too spiritual to be practical and yet admires the Beatles for their vital interest in what is new.
- D. He is sceptical about the value of transcendentalism but confident of the Beatles' talent.

61. Which one of the following is the best example in this passage of the journalist humourously using a double meaning?

- A. Unlike the occasional celebrity who grows to believe his own publicity and uses it as a licence, the Beatles have maintained their good humour and, apart from toying with drugs, their exemplary behaviour.
- B. What's That? Replies Maharishi: "I am That, you are That, all this is That."
That's good enough for John, Paul, Ringo and George, who plan to take two months off to study with the Maharishi . . .
- C. Precisely what marvels the Yogi has in store for his disciples is a good question.
- D. Sceptics notwithstanding, the Beatles could well be on to something fruitful again, which may find expression in who knows what strange musical forms.

62. The word 'current' in bold, sentence 3, implies that
- A. transcendentalism is only a passing interest for the Beatles.
 - B. other solutions have been tried by the Beatles and found wanting.
 - C. the Maharishi is fashionable.
 - D. transcendental meditation is a popular philosophy.
63. According to the passage, the Yogi's explanations of his beliefs are notable for their
- A. brevity of expression.
 - B. perceptive quality.
 - C. simplicity of expression.
 - D. cryptic quality.
64. The Maharishi's statement : "I can bring them up as very practical philosophers of their age" contains one word in particular which is inconsistent with his beliefs as presented in the passage. This word is
- A. " philosophers ".
 - B. " practical ".
 - C. " very ".
 - D. " age ".

UNIT VI—(Questions 65–74)

This unit consists of a cartoon and newspaper article published together in a British newspaper in October, 1966. The article comments on the events portrayed by the cartoon.

Use the information given in both the cartoon and the passage to answer questions 65–74.

A Way Out in Vietnam

The proposals on Vietnam that the British Foreign Secretary, Mr. George Brown, put to the United Nations on Tuesday are a great advance, so it is disappointing that the North Vietnamese Government has so far dismissed them with all the rest.

To judge from these proposals the British Government is now showing some comprehension of why the government of North Vietnam has not publicly accepted previous "peace offensives" from Britain and the United States.

How could it believe in the sincerity of the bombing pause at the beginning of the year when the United States command spent the time bringing in the reinforcements and pressing on with the great base at Camranh Bay?

But Mr. Brown now tells Hanoi—and Washington—that the bombing pause should continue not just until it pleases the U.S. Government to end it but until the Geneva Conference

has not only been recalled but has failed. If the Government in Hanoi judges its interests wisely it will grasp the opportunity Mr. Brown has presented to it.

The main obstacle might well come from the Saigon Government, but the Saigon Government, like all the other belligerents, has the right to have its views taken into account.



"Can't you see we're enjoying ourselves?"

65. Which one of the following items of information given by the article contributes most to the meaning of the cartoon?

- A. Previous "peace offensives" have come from Britain and the United States.
- B. Mr. Brown is the British Foreign Secretary.
- C. The North Vietnamese Government has so far disregarded Mr. Brown's proposals.
- D. Mr. Brown has told Washington that there should be a bombing pause.

66. The fight between two of the figures in the cartoon has been used by the cartoonist to show the

- A. greater resilience of the North Vietnamese in their struggle with the U.S.A.
- B. tussle between the U.S.A. and North Vietnam.
- C. brutality and futility of war.
- D. loss of dignity suffered by the U.S.A. and North Vietnam.

67. Which one of the following features of the drawing stands in sharpest contrast to the literal meaning of the caption ?
- A. The facial expressions of the figures
 - B. What the figures are doing
 - C. The size the cartoonist has drawn the figures
 - D. The way the four figures are grouped
68. The major point that the cartoon makes about Mr. Brown's peace proposals is that they
- A. have not been presented in a sufficiently vigorous and emphatic manner.
 - B. have been justifiably ignored by the parties concerned.
 - C. are too little supported by others in the United Nations to be able to distract the attention of those involved in the war.
 - D. treat the situation in Vietnam as if it were an afternoon tea party.

Questions 69-74

Consider carefully each of the statements below in the light of the cartoon and passage you have already examined. For each of the statements answer

- A. if the statement was implied by the cartoon **alone**.
 - B. if the statement was implied in the passage **alone**.
 - C. if the statement was implied in **both** the passage **and** the cartoon.
 - D. if the statement was implied by **neither** the cartoon **nor** the passage.
69. The only groups fighting in Vietnam affected by Mr. Brown's peace proposals were the United States and North Vietnam.
70. Britain was more sympathetic towards North Vietnam than towards the United States.
71. Mr. Brown's peace proposals showed an increased understanding of the situation in Vietnam.
72. Neither the United States nor North Vietnam had given Mr. Brown's peace proposals as much attention as the seriousness of the situation suggested they deserved.
73. There were three main groups fighting in Vietnam.
74. Discussion involving the United States and North Vietnam was a necessary part of the peace proposals put forward by Mr. Brown.

UNIT VII—(Questions 75–85)

Below are eight pieces of verse grouped into **four** categories A, B, C and D. Each category contains two examples of a particular type of verse. Study the way the examples in each category are written. Then, on this basis, classify each of the following pieces of verse A, B, C or D according to the main category to which it belongs.

A. Example 1 :

There lived a wife at Usher's Well,
And a wealthy wife was she ;
She had three stout and stalwart sons,
And sent them o'er the sea.

Example 2 :

And there was mounting in hot haste : the steed,
The mustering squadron, and the clattering car,
Went pouring forward with impetuous speed,
And swiftly forming in the ranks of war.

B. Example 1 :

A casement high and triple-arch'd there was,
All garlanded with carven imag'ries
Of fruits, and flowers, and bunches of knot-grass,
And diamonded with panes of quaint device.

Example 2 :

The grey sea and the long black land,
And the yellow half-moon large and low ;
And the startled little waves that leap
In fiery ringlets from their sleep.

C. Example 1 :

Teach us, Sprite or Bird,
What sweet thoughts are thine :
I have never heard
Praise of love or wine
That panted forth a flood of rapture so divine.

Example 2 :

There be none of Beauty's daughters
With a magic like to thee,
And like music on the waters
Is thy sweet voice to me.

D. Example 1 :

. . . we,
Light half-believers of our casual creeds,
Who never deeply felt, nor clearly will'd,
Whose insight never has borne fruit in deeds,
Whose vague resolves never have been fulfill'd.

Example 2 :

Surely among a rich man's flowering lawns,
Amid the rustle of his planted hills,
Life overflows without ambitious pains.

75.

Shall we not look into the laws
Of life and death, and things that seem,
And things that be, and analyse
Our double nature, and compare
All creeds till we have found the one,
If one there be ?

76. Away ! — away ! My breath was gone,
I saw not where he hurried on :
'Twas scarcely yet the break of day,
And on he foam'd — away ! — away !
77. Here we will moor our lonely ship
And wander ever with woven hands,
Murmuring softly lip to lip,
Along the grass, along the sands,
Murmuring how far away are the unquiet lands.
78. He spoke, and Sohrab kindled at his taunts,
And he too drew his sword ; at once they rush'd
Together, as two eagles on one prey
Come rushing down together from the clouds.
79. Hark, hearer, hear what I do ; lend a thought now, make believe
We are leaf whelmed somewhere with the hood
Of some branchy bunchy bushbowered wood,
Southern dene or Lancashire clough or Devon cleave,
That leans along the loins of hills, where a candycoloured,
 where a gluegoldbrown
Marbled river, boisterously beautiful, between
Roots and rocks is danced and dandled, all in froth and
 waterblowballs, down.
80. She walks in beauty, like the night
 Of cloudless climes and starry skies ;
And all that's best of dark and bright
 Meet in her aspect and her eyes :
Thus mellow'd to that tender light
 Which heaven to gaudy day denies.
81. I have grown past hate and bitterness,
I see the world as one :
Yet, though I can no longer hate,
My son is still my son.

All men at God's round table sit
And all men must be fed ;
But this loaf in my hand,
This loaf is my son's bread.
82. I arise from dreams of thee
In the first sweet sleep of night,
When the winds are breathing low,
And the stars are shining bright.
83. A shilling life will give you all the facts :
How Father beat him, how he ran away,
What were the struggles of his youth, what acts
Made him the greatest figure of his day :
84. Pouring straight up in their excited millions
Like smoke from the hot earth in narrow rings
The flying termites, blind in their own bright shower,
Whirl in a crystal tower not there at all :
85. We who are left, how shall we look again
Happily on the sun or feel the rain,
Without remembering how they who went
Ungrudgingly, and spent
Their lives for us, loved too the sun and the rain ?

UNIT VIII—(Questions 86–96)

This unit consists of questions based on a translation, followed by questions requiring you to assess the qualifications of different translators.

The translation is of a passage by Jean-Paul Sartre, a modern French writer and philosopher. In this passage, Sartre talks about existentialism, the name given to his form of philosophy. Read the passage and then answer questions 86–96.

Consequently, existentialism is regarded as something ugly ; that is why we are said to be naturalists ; and if we are, it is rather surprising that in this day and age we cause so much more alarm and scandal than does naturalism, properly so called. The kind of person who can take in his stride such a novel as Zola's *The Earth* is disgusted as soon as he starts reading an existentialist novel ; the kind of person who is resigned to the wisdom of the ages—which is pretty sad—finds us even sadder. Yet, what can be more disillusioning than saying “true charity begins at home” or “a scoundrel will always return evil for good” ?

We know the commonplace remarks made when this subject comes up, remarks which always add up to the same thing ; we shouldn't struggle against the powers-that-be ; we shouldn't resist authority ; we shouldn't try to rise above our station ; any action which doesn't conform to authority is romantic ; any effort not based on past experience is doomed to failure ; experience shows that man's bent is always toward trouble, that there must be a strong hand to hold him in check, if not, there will be **anarchy**. There are still people who go on mumbling these melancholy old saws, the people who say, “It's only human !” whenever a more or less repugnant act is pointed out to them, the people who glut themselves on **chansons realistes** ; these are the people who accuse existentialism of being too gloomy, and to such an extent that I wonder whether they are complaining about it, not for its pessimism, but much rather for its optimism. Can it be that what really scares them in the doctrine I shall try to present here is that it leaves to man a possibility of choice ?

86. This passage is intended as an introduction to

- A. a defence of existentialism.
- B. an attack on popular wisdom.
- C. a defence of pessimism.
- D. an analysis of human nature.

87. On the evidence of the passage, Sartre would describe Zola's novel *The Earth* as

- A. existentialist.
- B. commonplace.
- C. naturalistic.
- D. scandalous.

88. In this passage Sartre is most concerned with the charge that existentialism is

- A. romantic.
- B. pessimistic.
- C. inhuman.
- D. authoritarian.

89. In this passage, Sartre suggests that the real motive for objections to existentialism is that it

- A. stresses the possibility of choice.
- B. rejects traditional customs and attitudes.
- C. is unrealistic in its assessment of man.
- D. has been misunderstood by most people.

90. Sartre's attitude to those who make the kind of comments given in the second paragraph, is fundamentally one of
- A. calm indifference.
 - B. scornful impatience.
 - C. impartial amusement.
 - D. amused tolerance.

Questions 91–96 refer to the qualifications of different translators.

Faced with a choice of alternative translations of Sartre's essay, you decide that a translator requires two qualifications :

- (i) a sound knowledge of both languages, in this case English and French ;
- (ii) a sound knowledge of philosophy.

You decide to sort the correct information you have collected (statements below) about a number of different translators into four separate groups (A, B, C or D) on the basis given below :

- A. if the information indicates that the translator meets **both** the requirements given above.
- B. if the information indicates that the translator meets the **first** requirement but gives no indication about the second.
- C. if the information indicates that the translator meets the **second** requirement but gives no indication about the first.
- D. if the information indicates that the translator meets **neither** requirement ; or is **irrelevant** and **inconclusive** with respect to both requirements.

91. This is his first translation from French into English.
92. A graduate of an Australian university, he has worked at the United Nations as a translator for the French delegation.
93. He was educated in France, but did his postgraduate work at an English university.
94. The translator, an Italian, lectures at an Italian university on existentialist philosophy.
95. His translations of Sartre's work are generally accepted by English philosophers.
96. He is an authority on Zola's novels.